

Music Overview
Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath curriculum unique? A clear focus on local, national and global communities, raise multi-cultural awareness, develop skills for life, celebrate responsible citizens and provide opportunities to debate and reflect.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	Marvellous Me! Celebrations	Amazing Discoveries, Amazing People	Romans – Helpful Invaders?	How Mysterious were the Maya?
	Me!	Listening and Appraising	Listening and Appraising	Listening and Appraising
National Curriculum Objectives	<p><u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p><u>Listening</u>, developing knowledge and understanding.</p> <p>Use Hey You! Lessons on Charanga</p>	<p>Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Let Your Spirit Fly Lessons on Charanga</p>	<p>Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Livin’ on a Prayer Lessons on Charanga</p>
Key Knowledge	<p>L+R: To know 5 nursery rhymes off by heart (link to Poetry Basket) E+C: To begin to move to the pulse of the music S: To begin to sing nursery rhymes from memory</p>	<p>- To know 5 songs off by heart. -To know what the songs are about. -To know and recognise the sound and names of some of the instruments they use.</p>	<p>- To know five songs from memory and who sang them or wrote them. -To know the style of the five songs. -To choose one song and be able to talk about: Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song</p>	<p>- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? -To know the style of the five songs and to name other songs from the Units in those styles. -To choose two or three other songs and be able to talk about: -Some of the style indicators of the songs (musical characteristics) -The lyrics: what the songs are about o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the songs (intro, verse, chorus etc.) -Name some of the instruments heard in songs</p>

				-The historical context of the songs. What else was going on at this time?
Key Skills	L+R: To learn that music can touch your feelings E+C: Find the pulse by copying S: Begin to sing along to pre-recorded song	<ul style="list-style-type: none"> - Listening - Describing feelings - Expressing opinions - Singing familiar songs - To learn how to enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> -To confidently identify and move to the pulse. -To think about what the words of a song mean. -To take it in turn to discuss how the song makes them feel. -Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> -To identify and move to the pulse with ease. -To think about the message of songs. -To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. -Listen carefully and respectfully to other people's thoughts about the music. -When you talk try to use musical words. -To talk about the musical dimensions working together in the Unit songs. -Talk about the music, how it makes you feel.
Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<ul style="list-style-type: none"> Can I change the sound that an instrument makes? Can I change the tempo or dynamics of an instrument? Can I keep the rhythm and beat of a tune? Can I perform a song together in an ensemble? 	<ul style="list-style-type: none"> Can I use the correct musical terms to describe a piece of music? Can I use musical vocabulary to give my opinions about music? Can I discuss the effect of layers of sound to change moods of music? Can I recognise some instruments in an orchestral piece of music? 	<ul style="list-style-type: none"> Can I use the correct musical terms to describe a piece of music? Can I find the beat in music and explain the meaning of tempo, dynamics, metre and timbre? Can I discuss the effect of layers of sound to change moods of music? Can I recognise instruments in orchestral music and describe their effect?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Rhythm, performance, Drums, dynamics, tempo, beat	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody , sense of occasion expressive, solo, harmonies, musical elements	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody (with cultural context) , sense of occasion , expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 2	Marvellous Mel Celebrations	Where am I?	How Can I Find My Way?	How Amazing are the Americas?
	My Stories	Singing	Singing	Singing
National Curriculum Objectives	<p>Development Matters</p> <p>To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.</p>	<p>Performing, singing, vocal expression chants and rhymes.</p> <p>Use Rhythm in the Way we Walk Lessons on Charanga</p>	<p>Pupils should be taught:</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use Three Little Birds Lessons on Charanga</p>	<p>Pupils should be taught:</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use Make you Feel my Love Lessons on Charanga</p>
Key Knowledge	<p>L+R: To know 10 nursery rhymes off by heart (link to Poetry Basket)</p> <p>E+C: To move to the pulse of the music</p> <p>S: To begin to sing and rap nursery rhymes from memory</p>	<p>-To confidently sing or rap five songs from memory and sing them in unison.</p>	<p>- To know and be able to talk about:</p> <p>-Singing in a group can be called a choir</p> <p>-Leader or conductor: A person who the choir or group follow</p> <p>-Songs can make you feel different things e.g. happy, energetic or sad</p> <p>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>-To know why you must warm up your voice</p>	<p>- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>-To choose a song and be able to talk about:</p> <p>-Its main features</p> <p>-Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>-Know what the song is about and meaning of the lyrics</p> <p>-Know and explain the importance of warming up your voice</p>
Key Skills	<p>L+R: To learn that music can touch your feelings</p> <p>To begin to move to music by dancing, marching, being animals</p> <p>E+C: Find the pulse by copying</p> <p>Find different ways to keep the pulse</p>	<p>-To learn about voices, singing notes of different pitches (high and low).</p> <p>-Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>-Learn to start and stop singing when following a leader</p>	<p>-To sing in unison and in simple two-parts.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p> <p>-To enjoy exploring singing solo.</p>	<p>-To sing in unison and to sing backing vocals. -To enjoy exploring singing solo. To listen to the group when singing.</p> <p>-To demonstrate a good singing posture.</p> <p>-To follow a leader when singing.</p>

	S: Begin to sing along to pre-recorded song and add actions		-To sing with awareness of being 'in tune'. -To have an awareness of the pulse internally when singing	- To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group. -To sing with awareness of being 'in tune'
Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I use my voice expressively? Can I sing songs expressively and in different ways? Can I sing with a good, clear voice? Can I sing in time to a beat?	Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? Can I sing a song with two or more parts?	Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping? Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Voice, musical instrument, singing, rhyme, rhythm, beat	Tempo/speed, dynamics/volume , pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Our Wonderful World Let's Go On An Adventure	The Lights of London	What did the Anglo-Saxons Do For Us?	Were the Vikings Victorious?
	Everyone!	Playing	Playing	Playing
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Play tuned and un-tuned instruments musically Use In the Groove lessons on Charanga (note: glocks and recorders can be replaced with simple percussion)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Glockenspiel Stage 1 on Charanga	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Classroom Jazz 1 on Charanga
Key Knowledge	L+R: To know 15 nursery rhymes off by heart (link to Poetry Basket) E+C: To move to the pulse of the music in different ways S: To sing and rap a variety nursery rhymes from memory	-Learn the names of the notes in their instrumental part from memory or when written down. -Learn the names of the instruments they are playing	To know and be able to talk about: - The instruments used in class (a glockenspiel, a recorder)	-know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols -Notes C, D, E, F, G, A, B + C on the treble stave -The instruments they might play or be played in a band or orchestra or by their friends
Key Skills	L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases S: Sing along to pre-recorded song and add actions	-Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. -Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). -Listen to and follow musical instructions from a leader	-To treat instruments carefully and with respect. -Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. - To rehearse and perform their part within the context of the Unit song. -To listen to and follow musical instructions from a leader	-Play a musical instrument with the correct technique -Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. -Rehearse and perform their part -Listen to and follow instructions from a leader. - To lead a rehearsal session.

Sequence of Lessons	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I name some musical instruments? Can I name a note? Can I sing a familiar song, tapping the rhythm at the same time? Can I play an instrument in time with the beat? Can I perform a song with musical instruments to accompany?	Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? Can I sing a song with two or more parts?	Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping? Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Voice, musical instrument, singing, rhyme, rhythm, beat	Tempo/speed, dynamics/volume, pitch, voice, lyrics	Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 2	Our Wonderful World Let's Go On An Adventure	Does It Rain In Kenya?	Why Do People Live Near Volcanoes?	Does Alaska Need Saving?
	Our World	Improvisation	Improvisation	Improvisation
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Improvising and experimenting-control and change sounds. Use Your Imagination lessons on Charanga	Pupils should be taught: Improvise and compose music for a range of purpose Use The Dragon Song lessons on Charanga	Pupils should be taught: Improvise and compose music for a range of purposes Use The Fresh Prince of Bel-Air lessons on Charanga

<p>Key Knowledge</p>	<p>L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket) E+C: To move to the pulse of the music in different ways S: To sing and rap a variety of nursery rhymes from memory</p>	<p>-To know that improvisation is about making up your own tunes on the spot. –To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -Know that everyone can improvise!</p>	<p>-To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To know and be able to talk about improvisation: -Improvisation is making up your own tunes on the spot -When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one or two notes confidently is better than using five -To know that if you improvise using the notes you are given, you cannot make a mistake -To know that you can use some of the riffs you have heard in the Challenges in your improvisations -To know three well-known improvising musicians</p>
<p>Key Skills</p>	<p>L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases Begin to explore high and low sounds using voices and sounds of characters S: Sing along to pre-recorded songs and add actions</p>	<p>-Clap and Improve – Listen and clap back, then listen and clap own answer (rhythms of words). -Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. -Improvise! – Take it in turns to improvise using one or two notes</p>	<p>_Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>
<p>Sequence of Lessons</p>	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<p>Can I listen and respond to melodic phrases and familiar songs? Can I describe how a piece of music makes me feel?</p>	<p>Can I use sound to create abstract effects? Can I create repeated patterns with a range of instruments?</p>	<p>Can I create tunes with rhythmic patterns? Can I create melody, chords and rhythm using a variety of devices?</p>

		Can I tell others my opinion of a piece of music? Can I sing some familiar songs?	Can I create my own accompaniment for a tune? Can I use digital technology to compose a tune?	Can I select elements to gain a specific effect? Can I use digital technology to compose, edit and refine a piece of music?
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions	Compose, melody, tempo/speed, dynamics/volume, pitch, voice, lyrics	Pitch, vocal effects, control, compose, lyrics, melodic phase, tempo, dynamics

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Fun at the Seaside	Do I Know the History on my Doorstep?	Who Had the Power?	Crime and Punishment – Who Done It?
	Big Bear Funk	Composition	Composition	Composition
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	To listen and appraise. To create rhythms and melodies. Use Round and Round lessons on Charanga	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Bringing Us Together lessons on Charanga	Pupils should be taught: To listen with attention to detail and recall sounds with increasing aural memory Use Dancing in the Street lessons on Charanga
Key Knowledge	L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket) To know the stories of some of the nursery rhymes E+C: To move to the pulse of the music in different ways To know that the words of songs can tell stories and paint pictures S: To sing and rap a variety of nursery rhymes from memory Know that songs have sections	-Composing is like writing a story with music. -Everyone can compose	To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. -A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Notation: recognise the connection between sound and symbol

	S+P: Know that a performance is sharing music			
Key Skills	<p>L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases Begin to explore high and low sounds using voices and sounds of characters S: Sing along to pre-recorded songs and add actions Sing along with a backing track S+P: Perform any of the nursery rhymes by singing and adding actions or dance</p>	<p>-Help to create a simple melody using one, two or three notes. -Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>-Help create at least one simple melody using one, three or five different notes. -Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. - Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. -Explain the keynote or home note and the structure of the melody. -Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>
Sequence of lessons	Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p>Can I find different ways to change a sound? Can I use body percussion to explore rhythms? Can I compose a simple tune? Can I create sound effects for a picture or story?</p>	<p>Can I recognise notes (crotchets, quavers, semibreves, crotchet rests)? Can I recognise where some notes are on the treble clef staff? Can I play some notes from music? Can I clap some simple rhythms which include rests? Can I make my own composition using some notes?</p>	<p>Can I recognise notes (crotchets, quavers, semibreves, crotchet and quaver rests)? Can I recognise where some notes are on the treble clef staff? Can I read and play some notes from music? Can I make my own composition using some notes?</p>
Key Vocabulary	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style	Pitch, Tone, Volume, Percussion, Triangle, Taiko Drum, Xylophone, Maracas, Tambourine, Rhythm	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody, sense of occasion expressive, solo, harmonies, musical elements composition	instruments, duration, timbre, pitch, beat, tempo, texture, dynamics, lyrics and melody (with cultural context), sense of occasion, expressive, solo, harmonies, musical elements Similarities, differences, performer, live, recorded, composition

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 2	The Great Outdoors Fun at the Seaside	Fire and Ice	Is Iceland a Frozen Land?	What Journey Does a River Take?
	Reflect, Rewind and Replay	Performance	Performance	Performance
National Curriculum Objectives	<u>Development Matters</u> To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.	Pupils should be taught: To listen, play and perform using voices and musical instruments. Use Reflect, Rewind and Replay lessons on Charanga (Year 1)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Reflect, Rewind and Replay lessons on Charanga (Year 3)	Pupils should be taught: To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use Reflect, Rewind and Replay lessons on Charanga (Year 5)
Key Knowledge	L+R: To know 20 nursery rhymes off by heart (link to Poetry Basket) To know the stories of some of the nursery rhymes E+C: To move to the pulse of the music in different ways To know that the words of songs can tell stories and paint pictures S: To sing and rap a variety of nursery rhymes from memory Know that songs have sections S+P: Know that a performance is sharing music	-To know that a performance is sharing music with other people, called an audience	To know and be able to talk about: - Performing is sharing music with other people, an audience -A performance doesn't have to be a drama It can be to one person or to each other -You need to know and have planned everything that will be performed -You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion -It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: - Performing is sharing music with other people, an audience -A performance doesn't have to be a drama It can be to one person or to each other --Everything that will be performed must be planned and learned -You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion -It involves communicating ideas, thoughts and feelings about the song/music
Key Skills	L+R: To learn that music can touch your feelings To move to music by dancing, marching, being animals	-Choose a song they have learnt from the Scheme and perform it. -Add their ideas to the performance.	-To choose what to perform and create a programme. -To communicate the meaning of the words and clearly articulate them.	-To choose what to perform and create a programme. -To communicate the meaning of the words and clearly articulate them

	<p>E+C: Find the pulse by copying Find different ways to keep the pulse Copy basic rhythm patterns of single words, building to short phrases Begin to explore high and low sounds using voices and sounds of characters Invent a pattern using one pitched note, keeping the pulse throughout S: Sing along to pre-recorded songs and add actions Sing along with a backing track S+P: Perform any of the nursery rhymes by singing and adding actions or dance Perform any of the nursery rhymes or songs adding a simple instrumental part</p>	<p>-Record the performance and say how they were feeling about it</p>	<p>-To talk about the best place to be when performing and how to stand or sit. -To record the performance and say how they were feeling, what they were pleased with what they would change and why</p>	<p>- To talk about the venue and how to use it to best effect. -To record the performance and compare it to a previous performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
Sequence of Lessons	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<ul style="list-style-type: none"> - Can I listen and respond to melodic phrases and familiar songs? - Can I describe how a piece of music makes me feel? - Can I tell others my opinion of a piece of music? - Can I sing some familiar songs? 	<p>Can I explain / demonstrate what singing with expression means? Can I explain what lyrics are? Can I sing with others? Can I sing in tune (limited range)? Can I sing a song with two or more parts?</p>	<p>Can I show an understanding of emotions being expressed in music? Can I explore different combinations of vocal sounds? Can I create different vocal effects when singing or rapping? Can I sing songs in unison? Can I maintain my own part when singing songs in two parts? Can I sing songs in different metres, tapping the pulse on the strong beats?</p>
Key Vocabulary	<p>song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style</p>	<p>Feelings, tempo, pitch, high, low, soft, loud, happy, sad, emotions</p>	<p>Tempo/speed, dynamics/volume , pitch, voice, lyrics</p>	<p>Pitch, vocal effects, control, unison, expression, diction, phrase, melodic phrase, structure, rehearse, rhythmic patterns</p>